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Providing a Curriculum Model with an Entrepreneurial Approach for Top Talented Students in Iran

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Abstract

Purpose: The present study was conducted with the aim of providing a curriculum model with an entrepreneurial approach for top talented students in Iran.

Methodology: Research method in terms of purpose, was basic-applied. In terms of data type, it was mixed (qualitative) of exploratory type; and in terms of data collection time, it was cross-sectional and in terms of data collection method or the nature of the research, it was descriptive survey. The statistical population of the research in the qualitative section included all the heads of the Provincial Elite Foundation and the heads of the talented departments of the General Directorate of Education and the provinces and also 20% of the teachers implementing the Shahab project. Quantitatively, the statistical population includes junior high school students in gifted schools. The number of these students was 7000, using Cochran's formula, 364 people were selected. Sampling method was done through multi-stage cluster sampling. In the qualitative part of this study, the Delphi questionnaire based on CVR and CVI forms was used and in the quantitative part, the questionnaire was used to analyze the data. The validity and reliability of the instruments were evaluated and confirmed.

Findings: The results showed that the curriculum with entrepreneurship approach for top talents including environmental components, economics, entrepreneurs, entrepreneurship, factors affecting the implementation of this approach in the curriculum, including components of support, teacher, system policies and influential factors of The curriculum was introduced with an entrepreneurial approach, including talent discovery, improving top talents and self-efficacy. Finally, a model was presented from two parts, quantitative and qualitative, which had a good fit.

Conclusion: Recognizing talented students is one of the priorities of education and paying attention to the curriculum with an entrepreneurial approach to top talented students is an issue that has good consequences for students and society.

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1. Introduction

Today, with the institutionalization of the role of education in the development of societies, many efforts have been made to legitimize this serious process and education has been divided into different branches (Sabzeh, 2015). Meanwhile, in addition to various factors affecting education, curricula as the beating heart of the education system and a tool to achieve the goals of education have received more attention and thus curriculum planning to it became one of the specialized and at the same time controversial areas of education (Piri et al, 2011). The curriculum is, in fact, one of the main required pillars in the educational sciences and plays a very valuable role in the performance of students. The program also includes informal processes. The curriculum is a capacity that has multiple functions and wants to accommodate all overt and covert educational and even operational events to meet the expectations of education. The curriculum can be considered as a knowledge process that shakes the beginning and the end of the learning and teaching process (Grimus, 2020). Education of highly talented students in different countries is done by two methods of separation (separation and education in special schools) and integration, ie education in the natural environment (Strategic Document of the Elite Foundation, 2015).

One of the approaches that can protect the country's education against these challenges is to pay attention to the phenomenon of entrepreneurship. In fact, one of the topics that has attracted everyone's attention in the current changing and evolving conditions is the discussion of entrepreneurship and the use of creativity and innovation in the economic development and progress of countries. Entrepreneurship is a new and attractive phenomenon that plays a prominent role in a competitive and market-based economy as well as dynamic and evolving conditions influenced by new technologies. Only by using creative ideas and applying innovation in the workplace can we adapt to the conditions and move in the field of competition in sync and perhaps ahead of competitors. Thus, to a large extent, all active elements in the scene should be entrepreneurs and be entrepreneurs for their part (Ahmed, et al, 2020).

The need for innovation in services and products and on the other hand having entrepreneurs in the community has caused many organizations, especially educational organizations, to reconsider the structure of their programs. Entrepreneurship is the main factor in creating creativity and innovation in today's organizations and organizations in most developed countries are transitioning from bureaucratic to organizational entrepreneurship. Schumpeter considers entrepreneurship as a driver of economic growth and refers to it as the basis of development (Sandeep and et al, 2007). In this regard, organizational entrepreneurship is a window to take advantage of sustainable competitive advantages, innovation and pioneering for organizations. Organizational competition is needed for some desirable outcomes such as customers, market share, organizational rank or resources (Rahimnia, Hassani Rad, 2016). But entrepreneurship education in schools must be included in the curriculum so that students can be expected to innovate through its content. On the other hand, the entrance exams to the top collections, such as the gifted, the Olympiads, etc., should be based on the level of entrepreneurship of the students, and not only on the basis of math and science questions, etc. that the students have read and Some have preserved. This is not the right way to measure ideas, and it does not actually identify talented Bratz students. The curriculum is, in fact, one of the main approaches in the educational system and plays an important role in students' learning outcomes. The program involves both informal processes and, in fact, both overt and covert approaches (Eilks & Hofstein, 2017).

Oplatka & Arar, (2017) introduces 4 types of curriculum planning, which can be formal curriculum, sterile curriculum, hidden curriculum and operational curriculum. He believes that the formal and explicit curriculum is referred to as a written or documented curriculum in which charts, outlines, curriculum guides, and goal lists are carefully introduced. Also, if the curriculum planning system does not actually include some concepts and issues in the curriculum or the content included in the curriculum or textbooks is not appropriate and understandable to the intellectual age of students, the curriculum A course is called a

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barren curriculum (Gottlieb, 2017). The action curriculum includes what is practically taught by the teacher and also includes how the material is conveyed to the learners (Bolhuis, 2017). The term curriculum includes students' learning objectives (skills, knowledge, and attitudes), content (the subject on which the learning experience is based), sequence (the way concepts are presented), students, methods Educational and educational activities, educational resources (materials and settings), evaluation (methods used to assess students' learning) and coordination between the teaching and learning process based on experience and evaluation (Dezure, et al, 2002). Entrepreneurship-based curriculum means that all elements of the curriculum are designed based on entrepreneurial mechanisms and creating creativity and innovation for students, and students' skills, knowledge and attitudes are based on entrepreneurship (Albarraq, et al, 2020). . This type of curriculum involves the environment, the economy, the school, the learner and the entrepreneur, and takes into account several elements. This type of planning, in fact, considers a framework in the three areas of learning for entrepreneurship, learning about entrepreneurship and learning through entrepreneurship, and bases lifelong learning on the social environment, because students are supposed to be trained to continue their path in the environment (Mazbouhi, et al, 2012).

In line with the subject of the present study, Albarraq, et al (2020) also conducted a study entitled "Inclusion of entrepreneurship curriculum in the curriculum of pharmacy students." This research is a quasi-experimental type and the results of the research showed that the entrepreneurship curriculum should change all the components of knowledge, skills and attitudes in entrepreneurship among students. This study showed that the implementation of entrepreneurship curriculum for pharmacy students provides many job opportunities for them in the hospital environment. In addition, the study looked at the dimensions of the entrepreneurship curriculum in China, including goals and philosophy, the type of teaching, and evaluation. Huang & Lan (2020), in a study entitled "Study on the teaching method of Mock on the subject of innovation and entrepreneurship in the curriculum." This study is a quasi-experimental type and the results showed that the use of training workshops Online in teaching method and is a suitable method for elite student talents.

Gholami et al (2019) conducted a study entitled “Designing and Validating the Appropriate Curriculum Model for the First Grade of Talented Schools.” This study was a combination study and the results of element analysis showed that the element of teaching materials and resources, teaching strategies and Learning, learner activity and grouping of learners have the most explanatory power. Other elements such as time, content, purpose and evaluation were also analyzed as meaningful exponents of this model, respectively. And nurture is not given importance, usually for various reasons such as teachers who are not experienced, a lot of content without creativity, lack of support from school principals for student creativity, the use of student innovation as a tool to raise the level of school in the region, lack of Paying attention to different jobs in the students' curriculum, knowing several jobs and orienting to choose future and money-making jobs for students, not using prominent professors of entrepreneurship in schools, etc. The school curriculum is not based on entrepreneurial training. And just as easily, Amu Education also deprives top talented students, because there is no plan to educate these students for the future of society. Based on what has been said, the present study aims to provide a comprehensive model considering the challenges of the curriculum with an entrepreneurial approach, especially for the most talented students in the country, and to answer the basic question of how to approach the curriculum with an entrepreneurial approach. Entrepreneurship what model can be provided for top talented students in Iran?

2. Methodology

The research method was objective-based in terms of data type, mixed (qualitative) and in terms of data collection method was descriptive survey. The statistical population of the research in the qualitative section included all the heads of the elite foundations of the provinces and the heads of the talented departments of the General Directorate of Education and the provinces. In the qualitative part of this

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study, purposive non-random sampling method was used to determine the samples, which 20 people were considered using the saturation principle as the sample size. The second group of the statistical population of this study includes high school students in talented schools. The number of these students is 7000. In the quantitative part of the research, Cochran's formula was used and based on this, 364 people were selected. Sampling method was done through multi-stage cluster sampling. Thus, the country was divided into 5 parts based on geographical areas (north, south, east, west and center) and three provinces were selected from each section and 3 schools were selected from each province and 9 talented students from each school. Bratz selected and answered the questionnaires.

In this study, in order to collect data, the library method, semi-structured interview and questionnaire were used. In the qualitative part of this study, the Delphi questionnaire based on CVR and CVI forms was used. The quantitative stage of the research consisted of a questionnaire that consisted of two parts: demographic information and a questionnaire obtained from the qualitative part with Delphi technique. Also, in the qualitative part of this study, a model fit questionnaire was used. This section included a closed-ended questionnaire based on the model presented in the qualitative section, which was designed to assess the opinion of experts regarding the appropriateness of the model (external validity). Based on this, the final model was returned to the university experts mentioned earlier in the Qualitative Society section regarding the curriculum with an entrepreneurial approach for the most talented students in Iran as well as micro-researchers familiar with this field. The Likert scale was designed and participants were asked to check the accuracy of the results. In the apparent validity of the questionnaires before distribution by the researcher, some of the sample members and experts mentioned above were examined in terms of structure, writing, spelling, etc. and the necessary corrections were made. Content validity in the form of a Delphi method with the help of CVR and CVI forms and with the help of ten experts including interviewed members, academic experts, several subjects and … The content of the questionnaire in terms of additional questions or Correction of the questions was examined. In this study, reliability was calculated through Cronbach's alpha and combined reliability. The values of these two coefficients for all research variables were above 0.7, which indicates the reliability of the measurement tool.

The method of data analysis in the present study and in the qualitative part was the Delphi technique. In the quantitative part, according to the research questions, descriptive and inferential statistical methods were used. Percentage, frequency, tables, shapes and graphs were used to describe the demographic characteristics of the data obtained from the questionnaire, and mean, standard deviation, skewness and elongation were used to describe the research variables. It should be noted that the operations related to descriptive statistics were performed using Spss-V23 software. In order to rank each curriculum factor with entrepreneurship approach for top talented students in Iran using Pearson correlation method with Spss-V23 software and structural equation modeling (confirmatory factor analysis) and using factor loads for Each component index as well as components were used by Lisrel-V8.8 software.

3. Findings

In the qualitative part of this study, purposive non-random sampling method was used to determine the samples, which 20 people were considered using the saturation principle as the sample size. The characteristics of the people who answer the semi-open questionnaire include: 7 heads of the Provincial Elite Foundation, 8 heads of talented departments and the General Directorate of Education and the provinces, and 5 teachers implementing the Shahab project in the 96th academic year. -95 and all the departments of the schools were the most talented in the country. In the quantitative part, among the subjects, 41% of the subjects were female and 59% were male.

In order to study the indicators, components and dimensions of the curriculum with entrepreneurship approach for top talented students in Iran, initially using grounded theory approach, theoretical coding consisting of three types of open, axial and selective coding was used and analysis was performed. The

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results of data analysis showed that out of 71 available indicators (items), 13 main components can be identified. Among these components, the components of environment, economy, entrepreneurs, and entrepreneurship were recognized as components of the curriculum with an entrepreneurial approach to top talents. Also, the factors influencing the implementation of this approach in the curriculum including the components of support, teacher, system policies were introduced and the influential components of the curriculum with entrepreneurial approach including, talent discovery, improving top talents and self-efficacy were reported.

Table1. Final coding of semi-structured interview technique

Selective coding	Axial coding (component)	Open coding (index)
Curriculum with an entrepreneurial approach	Environment	The curriculum helps to understand the environment.
		The curriculum shows environmental opportunities to the student.
		Curriculum elements analyze the right behavior in today's situation.
		The curriculum introduces the student to the strengths and weaknesses of working in a social environment.
	Economy	The curriculum shows the strategies needed to succeed in society.
		The curriculum always focuses on economic improvement.
		The curriculum supports how to relate to the environment to work with economic justification.
	entrepreneurs	The curriculum develops the skills of entrepreneurs.
		The curriculum introduces many entrepreneurs to students.
		The skill of becoming a top entrepreneur is included in the curriculum.
	Entrepreneurship	Entrepreneurial skills are explained to students theoretically and practically.
		The impact of cultural factors on entrepreneurship is open to students.
		In the curriculum, creating opportunities from threats such as sanctions is at the heart of the curriculum.
		The curriculum considers international communication as the source of modern entrepreneurship.
Influencing factors	Protection	The curriculum is fully supported by education.
		School principals provide the necessary material and spiritual support to the curriculum.
		The teacher is the main supporter of the elite students in learning the curriculum.
	Teacher	He is a skilled teacher.
		The teacher uses different mechanisms to understand the content.
		The teacher encourages students to create jobs in the community.
		The teacher has provided in-service training to teach modern entrepreneurship.
	System policies	The government allocates the necessary budget for entrepreneurship to experts.
		The government has a bright future for the entrepreneurial elite.
		Government policies increase their commitment to elite students.
		The government bears all the costs of elite education and research.
Influenced by factors	talent discovery	The curriculum explores hidden talents among elite students.
		Students choose the job before entering the university.
		Students find new competencies.
	Improving top talents	The government develops programs to discover and employ top talent.
		The latest technologies are used in the world.
		Talent empowerment is at the top of the agenda.
	Efficacy	Students find the skills needed for their future careers.

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	Students. They learn self-confidence in creating jobs.
	Students feel committed to the community in which they grew up.
	Obstacles and failures do not discourage them and they pass them very quickly.

In general, based on the research background, theoretical foundations, interviews with experts, as well as curriculum analysis with an entrepreneurial approach for top talented students in Iran, their components and constituents (moving from an unfavorable situation to Desirable as well as maintaining and promoting the desired situation) Executive mechanisms, contexts and obstacles to curriculum implementation with an entrepreneurial approach were identified for top talented students in Iran.

Table2. Executive mechanisms, contexts and barriers to curriculum implementation with an entrepreneurial approach for top talented students in Iran

Item	item	Abundance
Mechanisms	Develop an action plan to provide a talented entrepreneurship curriculum	18
	Determining program priorities to improve the quality of entrepreneurship education for students	18
	Continuous evaluation of the quality of curriculum education to students	17
	Establishment of a specialized center for elite entrepreneurs in the Ministry of Education, including management, leaders and top staff for educational needs assessment	17
	The right goal for the development of entrepreneurial human capital based on education	16
Beds	Changing organizational strategies for educating top talent in order to retain top people in the community	18
	Improving the professional competencies of teachers to teach top talents	18
	Financial and moral support of education administrators of the curriculum	17
	Paying attention to the needs of students and the community to develop appropriate content for top talent	16
	Continuous evaluation of student activities and comparisons with other countries	15
obstacles	Lack of regulatory mechanisms in providing entrepreneurship curriculum to top talents	18
	Lack of clear policy by the organization to promote in-service courses for top talented school teachers	17
	Lack of attention to the needs of the community in providing curriculum content	16
	Lack of attention to continuous evaluation of curriculum content and how it is presented	16
	Do not use up-to-date and experienced professors to teach entrepreneurship to elite students	15

Confirmatory factor analysis was used to prioritize and validate the components of the curriculum with an entrepreneurial approach for top talented students in Iran. Also, before performing the factor analysis, due to the fact that the scale was a distance measurement and also the data distribution was normal, appropriate parametric tests (Pearson correlation) were used, the results of which are shown in Table 3.

Table3. Correlation between the dimensions of entrepreneurship

			Entrepreneurial approach			
			Environment	Economy	entrepreneurs	Entrepreneurship
Influencing factors	Protection	Correlation	**0.585	**0.624	**0.519	**0.653
		Sig	0.000	0.000	0.000	0.000
	Teacher	Correlation	**0.559	**0.593	**0.564	**0.672
		Sig	0.000	0.000	0.000	0.000
	System policies	Correlation	**0.583	**0.583	**0.518	**0.614
		Sig	0.000	0.000	0.000	0.000
Influenced by factors	talent discovery	Correlation	**0.569	**0.584	**0.578	**0.624
		Sig	0.000	0.000	0.000	0.000
	Improving top talents	Correlation	**0.593	**0.617	**0.582	**0.648
		Sig	0.000	0.000	0.000	0.000
	Efficacy	Correlation	**0.601	**0.657	**0.596	**0.658
		Sig	0.000	0.000	0.000	0.000

As shown in Table 3, the ** sign indicates a correlation between the research variables at the 0.01 level. That is, there is a direct relationship between dimensions. The intensity of the relationship can also be seen

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from the table above. The performance model is measured by 32 items. First, the factor analysis test was performed on the curriculum with an entrepreneurial approach for top talented students in Iran. The standardized parameter estimates in the figure below show that all indicators are statistically significant and its factor loads are at a high level. Examination of the results of the fit indices indicates the proper fit of the model. In the last column, each item is prioritized based on the factor load.

Table4. Approved Curriculum Items with Entrepreneurship Approach for Top Talented Students in Iran

dimension	Tag	Item	Tag	Factor load	The value of t	Condition	Priority
Environment	*B1*	Question 1	*Mtb1*	0.71	14.96	Confirmed	3
		Question 2	*Mtb2*	0.72	15.42	Confirmed	2
		Question 3	*Mtb3*	0.57	11.46	Confirmed	8
		Question 4	*Mtb4*	0.67	14.01	Confirmed	5
		Question 5	*Mtb5*	0.73	15.67	Confirmed	1
		Question 6	*Mtb6*	0.68	14.13	Confirmed	4
		Question 7	*Mtb7*	0.67	14.00	Confirmed	6
		Question 8	*Mtb8*	0.66	13.60	Confirmed	7
Economy	*B2*	Question 9	*Mtb9*	0.62	12.67	Confirmed	6
		Question 10	*Mtb10*	0.74	16.01	Confirmed	1
		Question 11	*Mtb11*	0.67	14.06	Confirmed	3
		Question 12	*Mtb12*	0.66	13.79	Confirmed	5
		Question 13	*Mtb13*	0.67	14.08	Confirmed	2
		Question 14	*Mtb14*	0.67	13.93	Confirmed	4
		Question 15	*Mtb15*	0.51	10.12	Confirmed	7
entrepreneurs	*B3*	Question 16	*Mtb16*	0.69	14.45	Confirmed	5
		Question 17	*Mtb17*	0.72	15.30	Confirmed	3
		Question 18	*Mtb18*	0.65	13.34	Confirmed	6
		Question 19	*Mtb19*	0.73	15.63	Confirmed	2
		Question 20	*Mtb20*	0.72	15.13	Confirmed	4
		Question 21	*Mtb21*	0.75	16.05	Confirmed	1
Entrepreneurship	*B4*	Question 22	*Mtb22*	0.67	14.09	Confirmed	10
		Question 23	*Mtb23*	0.73	15.75	Confirmed	8
		Question 24	*Mtb24*	0.64	13.43	Confirmed	11
		Question 25	*Mtb25*	0.75	16.37	Confirmed	3
		Question 26	*Mtb26*	0.74	16.31	Confirmed	4
		Question 27	*Mtb27*	0.74	16.13	Confirmed	6
		Question 28	*Mtb28*	0.71	15.15	Confirmed	9
		Question 29	*Mtb29*	0.74	16.14	Confirmed	5
		Question 30	*Mtb30*	0.76	16.71	Confirmed	2
		Question 31	*Mtb31*	0.74	16.07	Confirmed	7
		Question 32	*Mtb32*	0.76	16.80	Confirmed	1

The following figure is related to the final model of entrepreneurship approach for top talented students in Iran. The Chi-square value on the degree of freedom of the current model is 2.50 and the RMSEA value is 0.068.

In order to know the status of the identified dimensions, due to the normality of the data distribution and the scale of the distances of the variables, t-pair test was used. In this section, considering that the scale is 10 degrees, we considered the numerical value to be 5.5 for comparison with the t-statistic.

Table5. Sample t-test to check the current situation

Variable	dimension	Test value = 3				
		The amount of t	Sig.	Mean difference	95% confidence interval of difference	
					Low limit	upper line
Curriculum with an	Environment	8.918	0.000	0.515	0.402	0.629

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entrepreneurial approach	Economy	9.543	0.000	0.503	0.399	0.607
	entrepreneurs	1.183	0.238	0.075	-0.050	0.200
	Entrepreneurship	0.767	0.443	0.043	-0.068	0.155
Influencing factors	Protection	1.134	0.258	0.079	-0.058	0.216
	Teacher	-5.380	0.000	-0.299	-0.408	0.190-
	System policies	3.496	0.001	0.217	0.095	0.338
Influenced by factors	talent discovery	4.514	0.000	0.330	0.186	0.473
	Improving top talents	20.911	0.000	1.842	1.668	2.015
	Efficacy	21.574	0.000	2.161	1.964	2.358

As can be seen in the table, the significance level in all dimensions (except entrepreneurs, entrepreneurship and support) is less than five percent and therefore the null hypothesis is rejected with 95% confidence for these dimensions and the research hypothesis is confirmed. In other words, the desired and current status is not the same for these dimensions and their current status (given the mean difference, which are positive numbers) is less than optimal. Also, for the teacher dimension, given the negative difference in its mean, it can be said that its current situation is in a better state. Because the level of significance of the dimensions of entrepreneurs, entrepreneurship and support is more than 0.05, it can be concluded that the desired situation in them is the same. Finally, based on the identified indicators and dimensions of the curriculum with an entrepreneurial approach for top talented students in Iran, which was identified based on research documents and interviews with experts, as well as mechanisms, facilitators and deterrents were identified. Finally, the data analysis in the quantitative part of the conceptual model of the research with the grounded theory approach is presented as follows.

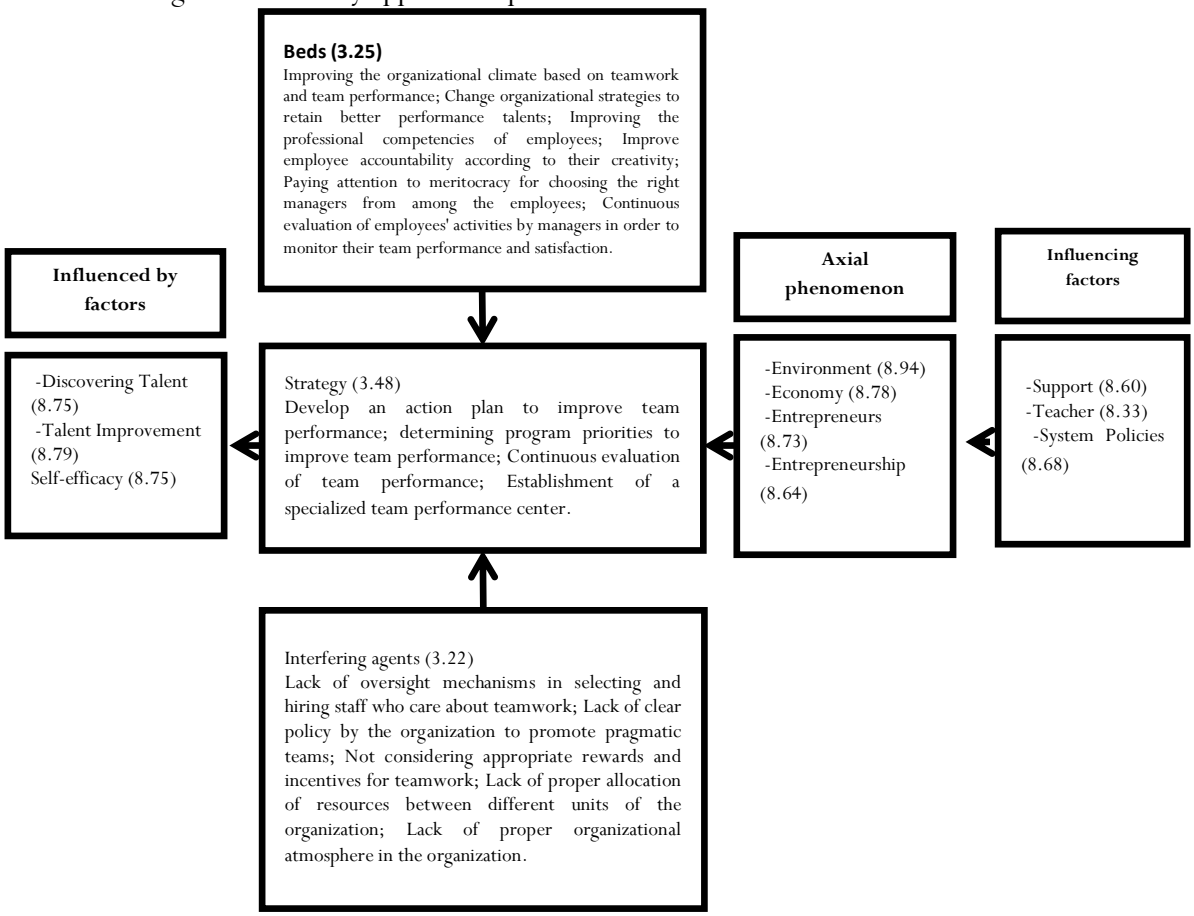

Figure1. The final research model taken from the qualitative and quantitative part

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4. Discussion

The aim of this study was to provide a curriculum model with an entrepreneurial approach for top talented students in Iran. The results showed that the curriculum with entrepreneurship approach for top talents including environmental components, economics, entrepreneurs, entrepreneurship, factors affecting the implementation of this approach in the curriculum, including components of support, teacher, system policies and factors influencing the curriculum was introduced with an entrepreneurial approach, including talent discovery, improving top talents and self-efficacy. Finally, a model was presented from two parts, quantitative and qualitative, which had a good fit. In explaining the present study, it can be acknowledged that in order to educate talented students, each country has its own policy and planning, and therefore education cannot deny the need for this. In the country's education, whenever there is talk of superior talent, all minds are drawn to Sampadi students. Of course, the way it works and the emphasis on focusing only on gifted schools is a matter for reflection; because these schools are only a part of the process of educating the mentioned students. But what is certain is that there should be a comprehensive look at the education of students, according to which equal and comprehensive attention is paid to all students in the country to have similar opportunities in the field of education.

Talented schools, on the one hand, create labels for the students in this collection, and on the other hand, in some cases, the possibility of education for students whose families are more financially viable; more available than others. Therefore, due to the economic conditions of the society, if this practice continues, talented students who do not have sufficient financial resources will be excluded from the education cycle in such schools. However, in our religious and educational teachings, special eating and gaining special benefits for people have been avoided. Therefore, recognizing talented people is one of the priorities of education. But these people have to find talent for different jobs. In the meantime, we need to focus on the factors that enhance these talents and prepare them for entrepreneurship. One of these factors is the curriculum. The importance of a suitable curriculum for superior talent is its logical design and model so that it can make changes in the usual curriculum according to the unique characteristics of gifted students to increase the growth of these students in all areas. The first step in this process is a comprehensive curriculum analysis. Paying attention to the curriculum with an entrepreneurial approach to top talents is an issue that has good consequences for students and society.

In this research, it was found that the entrepreneur-oriented curriculum should include various components such as environment, entrepreneur, entrepreneurship and economics. These components are a reminder that the curriculum recognizes the environment and shows environmental opportunities to the student. The program can also help students analyze the right behavior in today's situation and consider attitudes toward working in society. In addition, the curriculum shows the strategies needed to succeed in society and always focuses on economic improvement; it also pays special attention to cost-benefit issues and encourages students to make a profit in a variety of ways. The curriculum develops the skills of entrepreneurs. The curriculum introduces many entrepreneurs to students, and by interviewing entrepreneurs, identifies job difficulties for students and uses up-to-date resources to nurture young entrepreneurs. Entrepreneurial skills are explained to students theoretically and practically. In the entrepreneurship curriculum, it should be suggested to students to participate in entrepreneurship workshops for economic improvement, and the impact of cultural factors on entrepreneurship should be open to students, and the creation of opportunities from threats such as sanctions should be the basis of the program.

In this study, the factors affecting the entrepreneurship curriculum were also pointed out. The components of support, the teacher and the policies of the system were among these components. In this case, it was stated that even if the best curriculum is provided, without the support of managers and educational planners, one cannot expect success from this program. In addition, the policies of the system should be in the direction of entrepreneurship and not against it. That is, these policies should encourage all

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elements of the education system to be entrepreneurial. The teacher is another influential factor. In fact, it is a pivotal factor and plays an important role in curriculum delivery, although the role of the teacher has been reported as a last priority, but they play an active role in entrepreneurship education. Providing an entrepreneurship curriculum leads to consequences such as self-efficacy, improving top talent, and talent discovery. This means that this type of curriculum gives students the confidence to work and innovate. It also helps schools discover and encourage excellence.

In this research, mechanisms, contexts and obstacles were also mentioned. Changing the organizational strategies of education of top talents in order to retain top people in society, improving the professional competencies of teachers to teach top talents, financial and moral support of education administrators of the curriculum, attention to the needs of students and society to develop appropriate content For top talents, continuous evaluation of students' activities and comparison with other countries, as facilitators and lack of regulatory mechanisms in providing entrepreneurship curriculum to top talents, lack of specific policy by the organization to promote in-service courses for talented school teachers Superior, lack of attention to the needs of the community in providing curriculum content, lack of attention to continuous evaluation of curriculum content and how to present it, not using up-to-date and experienced professors to teach entrepreneurship to elite students, were identified as barriers to implementation.

Finally, it is suggested that experts be used to develop a curriculum for top talents and that students' strengths and weaknesses in the social environment be introduced to students. The curriculum should always consider economic improvement, Curriculum; pay special attention to cost-benefit issues. The curriculum should consider the operational sections in order for the student to be present in various organizations and to associate with prominent entrepreneurs. It is recommended for students to participate in entrepreneurship workshops for economic improvement. Provide all necessary facilities for the implementation of the curriculum among elite students. Provide up-to-date equipment for teaching the curriculum to teachers. The government has a bright future for the entrepreneurial elite and assures the entrepreneurs that a secure and prosperous future awaits them. In country documents, such as upstream documents, talk about entrepreneurship by the elite. Teachers should pay attention to non-formal learning and use the available facilities for learning. Students learn self-confidence in creating jobs in schools. These should be done in schools using school counselors. Change the methods of evaluating top talents. Identify the future needs of the community and provide students with the information they need during various sessions. The curriculum should be designed to explore hidden talents among elite students with questions.

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